The mission of the School of Education, Health and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Course Instructor: Nicola Williams, PhD (University of Michigan, Ann Arbor)
Office: 310, School of Education, Health and Human Performance, 86 Wentworth Street
Office Hours: Tuesdays 8:30am– 9:10am; 
Thursdays 11am – 12noon; and, 
Thursdays 12:30pm – 1:30pm (by email only); or, 
arrange appointment via email.

BEST POINT OF CONTACT: Office hours are the best point of contact; but, please use the WebCT system for all email correspondence. If there is an emergency and WebCT is not available, you may use my office voicemail: (843) 953-3627 or send an urgent email to williamsn@cofc.edu.

Class Meeting Time: Tuesdays & Thursdays from 9:25 AM to 10:40 AM
Class Location: Education Center (ECTR) Room 212
Session Format: Lecture/Seminar

Course Description:
This course is the first in a series of learning experiences for those who have chosen or are exploring education as their major and profession. This course is a survey of the American public school system with an emphasis on current trends and issues, the development of teaching as a profession, the organization and control of schools and the history of education. Although our survey analysis will cover many schooling contexts, this section will take a special comparative look at the current state of urban education in the US.

Introduction to Education is a prerequisite to all other education courses and a requirement for admission to the teacher certification program. This course must be completed with a grade of “C” or better for you to apply to the Teacher Education Program. In addition, the instructor will complete a Disposition Assessment Form about you at the end of the course. While this course is primarily designed for those who are preparing to teach and includes specific school-based experiences, it is open to all College of Charleston students – holding a class rank of sophomore or above – who are interested in exploring the complexity of our public school system.

Required Texts:
- EDFS 201-002’s WebCT site
- An instructor-approved choice of one professional and one K-12 trade book (see below)
- Additional required content will be assigned and made available electronically, placed on reserve at Addlestone Library, and handed out in class.
**Required Texts (cont.):**

Reflective Reading Choices: From the chart of options below, students are required to select one tradebook from each column to do a shared reading activity. Descriptions of book choices and the suggested selection criteria will be discussed during the third week of class.

<table>
<thead>
<tr>
<th>Trade books for K-12 Teachers:</th>
<th>Trade books K-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fires in the Bathroom: Advice for Teachers from High School Students (or Fires in the Middle School Bathroom) by Kathleen Cushman</td>
<td>1 Of Beetles &amp; Angels: A Boy’s Remarkable Journey from A Refugee Camp to Harvard by Mawi Asgedom</td>
</tr>
<tr>
<td>Why We Teach edited by Sonia Nieto</td>
<td>2 A Step from Heaven by An Na</td>
</tr>
<tr>
<td>Holler if You Hear Me by Greg Michie</td>
<td>3 The Skin I’m In by Sharon Flake</td>
</tr>
<tr>
<td>Freedom Writer’s Diary by The Freedom Writers &amp; Erin Gruwell</td>
<td>4 True Believer by Virginia Euwer Wolf</td>
</tr>
<tr>
<td>“Why are all the Black Kids Sitting Together in the Cafeteria?”: A Psychologist Explains the Development of Racial Identity by Beverly Daniel Tatum</td>
<td>5 Speak by Laurie Halse Anderson</td>
</tr>
<tr>
<td>The Girl with the Brown Crayon by Vivian Paley THIS SHOULD BE PAIRED WITH THE LEO LIONNI SET ONLY&gt;&gt;</td>
<td>6 Author Study: A set of four of Leo Lionni children’s books THIS SHOULD BE PAIRED WITH VIVIAN PALEY ONLY</td>
</tr>
<tr>
<td>Teacher Man by Frank McCourt</td>
<td>7 Miracle’s Boys by Jacqueline Woodson</td>
</tr>
<tr>
<td>The Color of Success: Race and High Achieving Urban Youth by Gilberto Conchas</td>
<td>8 The First Part Last by Angela Johnson</td>
</tr>
<tr>
<td>Letters to a Young Teacher by Jonathan Kozol</td>
<td>9 Bluish by Virginia Hamilton</td>
</tr>
<tr>
<td>Educating Esme: Diary of a Teacher’s First Year by Esme Cordell</td>
<td>10 The Teen Guide to Global Change: How to Connect with Others (Near and Far) To Effect Social Change by Barbara Lewis</td>
</tr>
<tr>
<td>The Children in Room E4 by Susan Eaton</td>
<td>11 Author Study: A set of four of Patricia Polacco children’s books</td>
</tr>
<tr>
<td>Among Schoolchildren by Tracy Kidder</td>
<td>12 The Watson’s Go to Birmingham (or Bud, Not Buddy) by Christopher Paul Curtis</td>
</tr>
<tr>
<td>Other People’s Children: Cultural Conflict in the Classroom by Lisa Delpit</td>
<td>13 Buried Onions by Gary Soto</td>
</tr>
<tr>
<td>Uncommon: Finding Your Path to Significance (or Quiet Strength) by Tony Dungy</td>
<td>14 My Abandonment by Peter Rock</td>
</tr>
</tbody>
</table>

**Course Requirements:**

Demonstration of SOE Professional Behavior and Dispositions [http://ehhp.cofc.edu](http://ehhp.cofc.edu)

Examples of how dispositions are evident are provided in italics.

- Belief that all students can learn, participation and attitudes expressed about students and learning
- Value and respect for differences, interactions in class discussions and participation in group work
- Value of positive human interactions, participation in class and group discussions
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments
- Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions; performance on assessments
- Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work, participation in class activities
Course Requirements (cont.):
- Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and respectfully listening to differing points of views
- Engagement in responsible and ethical practice, performance on assessments, class attendance, and participation in group activities
- Development of professional mastery over time, performance over time in writing, thinking, and expression of knowledge

Utilization of Computer Applications (Available in the CofC managed computer labs located in JC Long, Library, and other campus sites. If unfamiliar with these applications, set up a time for tutoring with me.)
- Internet
- Word processing
- Email

Completion of all assigned readings and assignments ON TIME.
See Course Assignments below for detailed descriptions.

Responsibility for ALL course content
Including lecture, text, outside reading, handouts, research, etc.

Responsibility for keeping up with grades and attendance
If you miss a class, you are responsible for obtaining missed assignments and notes from another student.

Course Assignments:
Due dates for course assignments, as well as scheduled exams, are listed in the syllabus. Any changes will be announced in class. All assignments must be turned in during the class session on the date due. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. Otherwise, each late course assignment will receive a five-percent deduction per 24 hours that it is late. DO NOT give assignments to School of Education personnel. Assignments will NOT be accepted via email (unless specified explicitly).

For all assignments that have a corresponding rubric, please staple the rubric to the front or back. ALL ASSIGNMENTS MUST BE HANDED IN TO THE PROFESSOR (unless otherwise specified).

Attendance and Participation
PLEASE NOTE THAT ATTENDANCE WILL ALWAYS BE RECORDED. ATTENDANCE AND PARTICIPATION WILL ALWAYS BE MONITORED THROUGHOUT THE CLASS SESSION.

Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Please note that it is departmental policy that students may miss no more than 15% of class time. At the discretion of the instructor students with more than 5 hours of absences (4 classes) will be dropped from this course and receive a “WA/F”, regardless of the time of the semester. There are no excused absences in this class. Students with more than 3 absences will not be awarded more than 35 points for attendance and participation. Absences of more than 20 minutes of a class session (whether tardy or leaving early) will be counted as a full class session absence.

If you are absent for any reason, you are responsible for getting announcements, notes, handouts, and assignments. Carefully read the required text and other materials on a regular basis since exams and class discussions will be based on the readings. Material covered in class will be drawn from many sources; therefore, you are responsible for studying the material on your own time. You are expected to participate in class discussions and group activities.
Attendance and Participation (cont.)

SNAP students, if you wish special accommodations, must see the professor within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester. Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Understanding Culture in Individuals - Assignment #1
Part of the focus for this course is to better understand the interplay of culture in schools, classrooms, and individuals. This particular two-part assignment will help you reflect upon (1) yourself as a bearer/disseminator of a culture and (2) the influence education has had on your life. To get you thinking about this assignment, consider the following questions:

1. To your knowledge, approximately, how long has your family been in the United States? Did they come voluntarily? When (approximately) did they arrive? From where did they come?
2. What is considered your family’s home base in this country? Explain whether you would consider this location urban, suburban, rural or something else? How did the family happen to settle there? What other places did your family live before settling in that location?
3. What is the economic history of your family? In what kinds of work have members of our family engaged?
4. What is the educational history of your family? When did family members first begin to avail themselves to formal schooling?
5. What ethnic label does your family use to describe itself? What adjustments have family members had to make in order to be accepted in the wider American society?
6. Consider other sources of influence on your cultural background (for ex. the development of your political affiliation, your religious affiliation, and your views on society’s ideals, etc.). What role do these influences play on your views of yourself as a cultural being? What relationship, whether contradictorily or complimentary, have these developing views had with your experiences throughout your Pre-K – college education?

Part I: You are to complete a creative piece (poem/dramatic monologue/song/collage/painting/photograph/10 song “celebrity” playlist) related to your role as a culture bearer. In addition to turning in your project to me, be prepared to present it to your classmates in 3-5 minutes. The presentation should include your family background and influences (as indicated in the above questions) and a reading/performance of your poem/dramatic monologue/song or explanation of your artwork or playlist. This assignment will be discussed in class and specific directions will be provided.

Part II: You are to write a short one- to two-page, double-spaced reflection on this activity following the presentations.

If you would like to express your understanding of culture in individuals in another creative manner, please see me to discuss alternatives.

Part I Due: January 21st                    Part II Due: January 28th
**Issues/Current Events Presentation/Discussion and Reflection- Assignment #2**

You and two to three other students will be assigned one US city and one international city to monitor throughout the course for this assignment. Individually, you will select one of a set of issues that you will be required to comparatively investigate across your assigned cities, as well as here in Charleston, South Carolina.

Two to three other students will select related issues and, together as a panel, you will prepare a 10-15 minute presentation and a 5-10 minute discussion (20 minutes total) on the broad panel issue. Individually, you are responsible for investigating your specific issue across all of the locations. For each of you, research on your specific issue should include at least one scholarly article and several current examples of the issue in magazines, on news programs and/or in newspapers. You are encouraged to use both the print and electronic media for your current events across your assigned contexts.

As a panel, you will spend time in class discussing how your issues are related within the contexts that you have been assigned. The presentations will be judged on thoroughness, clarity, and creativity. Presenters also are judged on how they draw the class into discussion regarding their broad issue. Thoughtful and engaging questions should be asked of the class to help classmates think deeply and critically about the presented issue.

In addition, you each are required to write a one page, double-spaced, critical reflection on how the current event and practice of leading a discussion has impacted you personally and professionally. In the reflection be sure to also cite properly the research articles and newspapers or magazines you used (using APA format). You will sign up in class for the topic and date of your presentation.

**Presentation -** The format of the presentation is as follows:
(a) Give a brief summary of the issue
(b) State why this is an issue
(c) How do/es the issue/s raised relate to educational issues of concern to our EDFS community and teachers in general?
(d) How does this issue play out currently across at least two of the cities? Follow this up with a question-based discussion of your broad issue and of your individual issues. Practice so that your presentation is smooth and well-paced.

Assessment is based on your
(a) ability to communicate clearly to students and professor what the issue/s is/are
(b) ability to engage the class in a short discussion of the issue/s
(c) ability to link the issue/s to educational issues of importance to teacher candidates and/or teachers.

**Due: See schedule for assigned week**

**School Visits and Teacher Interview Project - Assignment #3**

One important way to gain information about the teaching profession is to talk with teachers currently in the field and to observe their classes; it is especially important for you to get a better idea of the classroom experience in schools, especially those that may differ from the schools you attended as a child.

**Initial Class Visits and “Well-remembered event” postings**

During several designated class sessions as a class, we will visit early childhood, elementary, and secondary schools. You will be assigned to observe in these classes in pairs or threes, which will give you a chance to discuss your perspectives after your observations. Following our group visits to the schools you are responsible for posting to the Discussion Board on WebCT a “well-remembered event” – a 2-3 paragraph reflection based on something that was significant to you from your observation. Describe what happened (please take care NOT to use teachers or
students’ real names), but also describe why after thinking about the incident, this was particularly significant to you.

Teacher Interviews
Make sure you gain the contact information for all of the teachers that you observe. Following these initial class visits you and your partner will need to set up a time to interview one of your observed teachers, (in pairs if you are choosing to interview the same person), and then each of you will prepare an individually written 3 – 4 page paper describing and analyzing your visits and the interview. We will develop some common interview questions in class and will discuss proper procedures for gaining permission from the school administrator and teacher to interview and perhaps further observe the teachers’ class (including assurance that their identity will not be revealed if that is preferred). You should spend at least a total of one hour observing in your interviewees classroom, and the interview should take approximately 30 minutes. The interview must occur in person. Your partner should be used as a collaborator and sounding board for your thinking for this project. In short, you will end up visiting three schools, and you will visit your interview teachers’ school at least twice.

Presentations and Individual Papers
You and your partner(s) will take 4-5 minutes to present your overall findings to the class. Your individual 3 – 4 page paper will be turned in on the same day.

DUE:
(3)“Well-Remembered Event” - one page reflections are due to be posted onto the WebCT Discussion Board by 5pm the day following each of the initial class visits. You will then have a week to logon and respond to at least two of your classmates’ reflections as part of your participation grade. Initial School Visit will take place during regular class time. Dates TBA at least one session before the visit.

Individual Paper and Presentation Due: No later than March 4th

Philosophy of Education - Assignment #4
As part of our study of the philosophy of education, you will articulate a philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some difficult questions such as the meaning of life and reality which translate into how you teach and interact with students, colleagues, and families. The philosophy of education allows you to articulate your beliefs about knowledge, learning, students, and teaching. We will work collaboratively on this task. This assignment will be done in two stages. In the first stage, you will share a rough draft with a classmate for peer editing. The final stage of this assignment is completion of a final draft of your philosophy. Be sure to keep an electronic and hard copy of your philosophy because you will be asked to review and revise it in future courses.

Draft: March 18th (Failure to bring in a draft will result in a deduction of participation points.)
Final draft due: March 23rd

Reflective Reading and Electronic Journals - Assignment #5
An important component of this course is the development of self-reflection. This is a life-long skill used by good teachers (and all other professionals). Reflection allows us to critically examine our practice as we continue to learn over our lifetimes. Critical reflection is different from criticizing (this will be discussed more completely in class). This two-part assignment requires you to critically examine yourself and your development in the field of education.
Reflective Reading and Electronic Journals - Assignment #5 (cont.)

Part I
- Choose two trade book reading selections to complete along with assigned readings in the class; one from each column from the chart on page 2. Make a reading plan and read both selections. As you read look for patterns in themes, and/or motifs across both texts that influence you and your beliefs about education; specifically, the work of teachers and learners. Based on your reading you will write critical reflective e-journals that addresses how the books’ themes or motifs are impacting you as an individual and as a future teacher.

EVERY OTHER Thursday morning by 6am use WebCT email to submit to me your reflective e-journal entry. Please do not use a separate attachment; instead, write the reflection into the text of the email so that I can easily reply with my response. Though you are not to use an attachment, you may want to craft your reflection in Word so that you can easily do a spelling and grammar check before cutting and pasting it into the email.

I will provide reflection questions on WebCT that will help you to relate to the focus of study every other week. We will discuss these reflective questions in class as well. You need to think about the reflection questions and draw upon your developing knowledge, experience, readings (especially from the text and trade books!) and discussions with friends and family. Your journals must be sent to me by email no later than 6 AM on Thursday mornings (I will start reading them on Friday morning). EXPECT A BRIEF RESPONSE BACK FROM ME FOR EACH E-JOURNAL.

Length: at least one paragraph for each question
Format:
1. Sent via WebCT email.
2. Subject line includes EDFS 201, first & last name
3. Date and Journal Topic
4. Your reflection

(Part I) Due: On the following dates, by 6 AM Thursday mornings on due dates: JANUARY 21, FEBRUARY 4, FEBRUARY 18, MARCH 4, MARCH 25, APRIL 8

Journal Assessment Rubric:
1. The appropriate number of entries (a total of six) was made.
2. The entries were reflections, not summaries.
3. The entries covered appropriate topics.
4. The journal was turned in on the assigned dates.
5. The journal entries were submitted electronically.

Part II
- As one of your final, culminating activities - Write a two to three page paper including: your description of two key themes, patterns and or motifs that you notice across both texts, and how they impacted your perspective (include specific page number from the texts); a brief, one to two paragraph description of a visual creative response (poem, diorama, poster, etc. that you will display in class); an idea of how you might use the student trade book in an instructional classroom setting; and, concluding comments reflecting on your entire experience with your related readings.

(Part II) Due: April 20th

Article Roundtables - Assignment #6
An important part of this class is to become familiar with the professional literature. I have selected a number of articles from recent editions of a very well respected education journal, Teachers College Record, for you to read, summarize, and present. The articles delve deeply into issues that we will cover lightly in class. Two people will read the same article and will be responsible for presenting to and discussing with classmates. Your three- to four-page article roundtable should (1) summarize key points of the article, (2) link the points made in the article to discussions we have already had in class, (3) critically examine the issues brought about in the article (similar to the critical reflection piece for your issues paper/presentation), and (4) link the article to past experiences you have had and/or plans you have for your future as an educator.

Due: April 13 and April 15 (based on sign up sheet posted to WebCT)
Quizzes
Four, short quizzes will be given based on assigned readings, handouts, and class session material. Items will be varied among several types including essay, term identification, multiple choice, matching, true/false and short answer. Quizzes may be given in a variety of formats such as oral, pencil and paper, and performance. Except for verified illness (written statement from health services) or reasons approved by the instructor in advance, no late or makeup examinations will be given.

Written and Oral Communication
Students are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. The Writing Lab is located on the first floor of Addlestone Library (Monday through Thursday 9:00 am to 9:00 pm and Friday 9:00 am to noon). Further, it is imperative that students use correct grammar in all oral communication. Student peers and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

Evaluation (RUBRICS are AVAILABLE on WEBCT)
It will be possible to earn 450+ points during the semester. They will be distributed as follows:

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>70</td>
</tr>
<tr>
<td>Understanding Culture in Individuals</td>
<td>50</td>
</tr>
<tr>
<td>Issues/Current Events Presentation and Reflection</td>
<td>50</td>
</tr>
<tr>
<td>School Visit and Teacher Interview</td>
<td>60</td>
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<tr>
<td>“Well remembered event” postings</td>
<td>30</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>60</td>
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<tr>
<td>Reflective Reading: Paper and Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Article Roundtable</td>
<td>60</td>
</tr>
<tr>
<td>(4) Quizzes</td>
<td>20</td>
</tr>
</tbody>
</table>

Evaluation Scale

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>≥-69%</td>
<td>0.0</td>
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</tbody>
</table>
Respectful Conduct

Students are expected to be respectful and considerate of others and their opinions. Cell phones should be turned off while in class. Laptops should only be used for note taking; connection to the Internet during class is acceptable only by instructor permission; if laptops appear to be a distraction, I will ask that they be put away.

CoFC Honor System

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

ADA Accommodations

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Course Objectives

All teacher preparation programs in the College of Charleston’s School of Education (SOE) are guided by a commitment to the conceptual framework of “Making the Teaching and Learning Connection.” Three Elements of Teacher Competency (ETCs) are fundamental to this framework; teachers must (1) understand and value the learner, (2) know what and how to teach and assess within a conducive learning environment, and (3) understand themselves as professionals. In addition, these competencies are foundational to the learning and assessment in this course, facilitating the development of knowledge, skills, and dispositions necessary for becoming an effective teacher.

Below are the specific end-of-course outcomes, derived from the (1) ETCs, (2) standards set forth by the School of Education (SOE), and (3) National Council for Accreditation of Teacher Education (NCATE) standards.

Outcomes related to the first ETC—understanding and valuing the learner:

- Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic, and racial backgrounds (SOE I, II, IV).
- Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships, and methodology (SOE I, III, IV, V, and VII).

Outcomes related to the second ETC—Knowing what and how to teach and assess within a conducive learning environment
• Demonstrate understanding of the beliefs, values, and assumptions which contribute to your understanding of schooling (SOE VII).
• Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE I and VII).
• Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE I and II).

Outcomes related to the third ETC – Understanding oneself as a professional.
• Describe the major historical events which have contributed to the overall development and organization of education in the United States (SOE VII).
• Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice (SOE VII).
• Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies (SOE II, VI, and V).
• Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE III, V, and VII).
• Appraise individual interest and commitment to the profession (SOE IV).
• Predict some future outcomes of education in the United States and internationally (SOE IV and VII).
• Demonstrate consistently the communication skills of reading, writing, speaking, listening, and interpreting (SOE – ALL).

Course Exit Outcomes
The exit outcomes required for the successful completion of 201 are as follows.
The student shall:
• Demonstrate an emerging understanding of the teaching competencies.
• Become knowledgeable of the processes and requirements for a teaching certificate/license in South Carolina.
• Develop a beginning personal philosophy of education.
• Discuss and demonstrate an understanding of major, overarching educational philosophies.
• Apply multicultural educational concepts/ideas to personal and educational philosophies.
• Discuss and demonstrate a working knowledge of major trends and issues in contemporary public education.
• Participate, civilly, in discussions of controversial educational issues.
• Link knowledge of the history of American education with contemporary issues and trends.
• Apply reflective practices to strengthen an understanding of educational issues and self.
• Demonstrate positive dispositions for teaching.

EDFS 201 Tentative Weekly Schedule
*Readings are for the assigned week. ** Projected- Details will be confirmed one class prior.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Instructional Strategies</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12 &amp; 14</td>
<td>Welcome Introduction to course syllabus</td>
<td>Building Community</td>
<td>Review Syllabus and Assignments</td>
</tr>
<tr>
<td></td>
<td>Culture in individuals: I, too, am an American</td>
<td>Defining Terms</td>
<td>Culture in individuals presentation/project (1/21)</td>
</tr>
<tr>
<td></td>
<td>Culture in individuals presentations</td>
<td>Projects Assigned</td>
<td>E-Journal Due (6am - 1/21)</td>
</tr>
<tr>
<td>Jan. 26 &amp; 28</td>
<td>Aims and purposes of education</td>
<td>Group Discussion</td>
<td>S Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Teaching as a profession</td>
<td></td>
<td>Culture in individuals reflection (1/28)</td>
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<tr>
<td></td>
<td>Issue #1</td>
<td></td>
<td>Issue #1 (1/28)</td>
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</tbody>
</table>
EDFS 201 Tentative Weekly Schedule (cont.)

*Readings are for the assigned week. ** Projected- Details will be confirmed one class prior.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Instructional Strategies</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 2 &amp; 4</td>
<td>History of American Education pt1 Issue #2</td>
<td>Group Discussion Video analysis</td>
<td>S. Ch. 3 Issue #2 (2/4) E-Journal Due (6am – 2/4)</td>
</tr>
<tr>
<td>Feb. 9 &amp; 11</td>
<td>History of American Education pt 2 - Diversity &amp; social reality: Minority education and school failure Issue #3</td>
<td>-Group Discussion -Video analysis -Field Observation**</td>
<td>S. Ch. 4 Articles (TBA) Issue #3 (2/11)</td>
</tr>
<tr>
<td>Feb. 16 &amp; 18</td>
<td>History of American Education pt 3 - Diversity &amp; social reality: Minority education and school failure Part II Issue #4</td>
<td>-Group Discussion -Video analysis -Field Observation**</td>
<td>S. Ch. 5 Articles (TBA) Well-remembered event posting** Issue #4 (2/18) E-Journal Due (6am – 3/18)</td>
</tr>
<tr>
<td>Feb. 23 &amp; 25</td>
<td>Gender and Class Issue #5</td>
<td>-Group Discussion -Field Observation** -Debate</td>
<td>Articles (TBA) Well-remembered event posting** Issue #5 (2/25)</td>
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<tr>
<td>March 2 &amp; 4</td>
<td>Class and race Teacher interview/observation presentations</td>
<td>-Debate -Group Discussion</td>
<td>Articles (TBA) Well-remembered event posting** Teacher interview/observation projects (3/4) E-Journal Due (6am – 3/4)</td>
</tr>
<tr>
<td>March 9 &amp; 11</td>
<td>Spring Break - No Class</td>
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<td>Readings to help prepare philosophy draft TBA</td>
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<tr>
<td>March 16 &amp; 18</td>
<td>Philosophy of education Peer editing of philosophy drafts Issue #6</td>
<td>-Peer Review -Group Discussion</td>
<td>Rough draft of philosophy (3/18) Issue #6 (3/18) P. Ch. 1 &amp; 3</td>
</tr>
<tr>
<td>March 30 &amp; April 1</td>
<td>Comparative ed: Culture &amp; schooling Comparative ed: Preschools 3 cultures Issue #8</td>
<td>-Group Discussion</td>
<td>Articles (TBA) Issue #8 (4/1)</td>
</tr>
<tr>
<td>April 6 &amp; 8</td>
<td>Leadership and School law Equity, standards, &amp; accountability Issue #9 Issue #10</td>
<td>-Group Discussion</td>
<td>P. Ch. 4 - 6 E-Journal Due (6am – 4/8) Issue #9 (4/6) Issue #10 (4/8)</td>
</tr>
<tr>
<td>April 13 &amp; 15</td>
<td>Article Roundtables</td>
<td>-Group Discussion -Professional Analysis</td>
<td>Article roundtables (4/13 and 4/15)</td>
</tr>
<tr>
<td>April 20 &amp; 22</td>
<td>Remaining Issues… Course wrap up Preparation for Final Activities</td>
<td>-Group Discussion</td>
<td>Reflective Reading Part II Due (4/20)</td>
</tr>
<tr>
<td>April 27</td>
<td>Final Activities</td>
<td>Evaluation and Reflection</td>
<td>TBD</td>
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